Intensive Intervention in Reading
Module 6 Coaching Materials:
Qualitative Adaptations for Teaching Word Reading

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Sample Lesson Review Email (to all teachers)

Dear Teachers,

I'm looking forward to meeting with you to review your revised lessons. Specifically, I will be looking for evidence of effective modeling, guided practice, eliciting frequent responses, and immediate specific feedback. **You should have your revised lessons ready by _____.** Please sign up for a meeting time at [link].

We will be meeting to discuss:

- How/why you chose the lesson
- Your evaluation of the lesson
- How you revised the lesson based on your evaluation

Attached please find your lesson options and the Qualitative Adaptations in Word Reading: Evaluation and Planning Checklist. In advance of our meeting, please email me your revised lesson plan featuring your evaluation and checklist. I look forward to meeting with you! Please reach out if you have any questions.

Best,

[Coach's Name]

General Tips

- ❑ Include a personal greeting
- ❑ Share focus of meeting
- ❑ Establish timeframe for communication and next steps
- ❑ Attach Coach and Teacher Module Implementation Packet
- ❑ Refer to course resources (e.g., workbook)
- ❑ Indicate openness and availability for questions

Sample Pre-Observation Email (to individual teachers)

Dear [Teacher's Name],

I'm looking forward to our coaching activity about qualitative adaptations for teaching word reading. Last week, we met to review your revised lesson. We discussed [summarize meeting notes / comments].

Now, you will be implementing your revised lesson in the classroom. I will observe your video-taped lesson during which you focus on modeling, practice, eliciting frequent responses, and providing immediate specific feedback.

Please submit your videotaped lesson by _____. I look forward to seeing you again soon!

Best,

[Coach Name]

General Tips

- ❑ Include a personal greeting
- ❑ Coordinate school-based scheduling and related logistics
- ❑ Share focus of observations
- ❑ Establish timeframe for communication and next steps
- ❑ Attach Coach and Teacher Module Implementation Packet
- ❑ Refer to course resources (e.g., workbook)
- ❑ Indicate openness and availability for questions

Sample Post-Observation Email (to individual teachers)

Dear [Teacher's Name],

Thank you for [welcoming me into your classroom / submitting your videotaped lesson]. I appreciated seeing your consistent use of modeling, practice, and feedback you gave students to keep them on track. I also enjoyed seeing the students' responses to your lesson. As we discussed, I look forward to hearing about how it goes as you incorporate more explicit instruction into your lessons.

Best,

[Coach Name]

General Tips

- ❑ Thank teachers for their time
- ❑ Include a personal comment re: classroom, student, context
- ❑ Include a praise point in line with module expectations
- ❑ Reference the implication for practice determined collaboratively during debrief

	Coach	Teacher
Pre-Lesson Review	Email the teacher to determine the date and time for the review as well as what will be discussed. Provide classroom teacher with a copy of the **Module 6 Lesson Examples** and **Qualitative Adaptations in Word Reading: Evaluation and Planning Checklist** prior to your scheduled meeting time. Discuss any questions the teacher has and explain how the debriefing will be a collaborative review of the lesson.	Review **Module 6 Lesson Examples** and **Qualitative Adaptations in Word Reading: Evaluation and Planning Checklist.** Direct any questions about the lesson re-write to coach. Email coach with your lesson plan featuring approach for modeling, practice, eliciting frequent responses, and providing immediate specific feedback. Let coach know if there are any changes to the schedule or lesson.
Pre-Observation	Email the teacher to determine the date and time for the observation as well as the methods for effective modeling, guided practices, eliciting frequent responses and providing immediate feedback. Remind the teachers that observations are completely confidential and non-evaluative. Provide classroom teacher with a copy of the **Module 6 Qualitative Adaptations for Teaching Word Reading Discussion Guide** prior to your scheduled observation time. Discuss any questions the teacher has and explain how the debriefing will be a collaborative review of the lesson.	Review **Module 6 Qualitative Adaptations for Teaching Word Reading Discussion Guide.** Direct any questions about the observation to coach. Email coach with your lesson plan featuring the recommended changes made during the lesson review. Let coach know if there are any changes to the schedule or lesson.
During Observation	Observe the teacher using the **Module 6 Qualitative Adaptations for Teaching Word Reading Discussion Guide.**	Enact a lesson plan featuring effective use of explicit instruction. As needed, refer to the online module and activity workbook.
Post-Observation	Conduct a collaborative review session with the teacher. Use your notes to provide positive targeted and constructive feedback. Follow-up on the debrief with written feedback.	Debrief observation with coach. In collaboration with coach, select implications for your practice based on the collaborative review.

Qualitative Adaptations for Teaching Word Reading Discussion Guide
Module 6

Teacher:	Date:	Duration of conversation:

Note to coaches: Below, please find an overview of activities and questions to consider. The focus of the conversation will be based on the needs of the teacher and may vary.

Observation foci:

Effective implementation of explicit instruction in the context of word reading including:

- Modeling
- Guided Practice
- Eliciting Responses and Providing Feedback

| Activity	Notes
Effective Modeling	
❑ **Discuss the extent to which the lesson focused on a singular objective.**	
❑ **Discuss the extent to which the teacher explained the lesson with clear, concise, consistent language.**	
❑ **Discuss the extent to which the teacher modeled the skill/strategy and showed his/her thinking.**	
❑ **Discuss the extent to which the teacher used appropriate examples and multiple models.**	
Effective Guided Practice	
❑ **Discuss the extent to which the teacher focuses on the same singular objective (using similar examples)**	
❑ **Discuss the extent to which the teacher guides students through the skill/strategy.**	
❑ **Discuss the extent to which the teacher provides "just right" amount of guidance based on students' skills.**	
❑ **Discuss the extent to which the teacher uses clear prompts and supports.**	
Eliciting Responses and Providing Feedback	

❑ **Discuss the extent to which the teacher selected most appropriate response format (type of response, number of students, time)**	
❑ **Discuss the extent to which the teacher maximized engagement and opportunities to practice (# of opportunities per minute)**	
Implications for Practice	
❑ **Identify implications for explicit instruction when teaching word reading.**	

Coaching Discussion Fidelity Form: Module 6 Classroom Application
(optional)

Note. *This form is not evaluative of teacher performance. This protocol is used to measure the instructional coach's fidelity to the procedures for debriefing the observation and track the components of the debrief sessions conducted.*

Discussed strategies for effective modeling.	Yes	No	Notes/Reflection
Discussed the extent to which the lesson focused on a singular objective.	1	0	
Discussed the extent to which the teacher explained the lesson with clear, concise, consistent language.	1	0	
Discussed the extent to which the teacher modeled the skill/strategy and showed his/her thinking.	1	0	
Discussed the extent to which the teacher used appropriate examples and multiple models.	1	0	
Discussed strategies for effective guided practice.	**Yes**	**No**	**Notes/Reflection**
Discussed the extent to which the teacher focuses on the same singular objective (using similar examples).	1	0	
Discussed the extent to which the teacher guides students through the skill/strategy.	1	0	
Discussed the extent to which the teacher provides "just right" amount of guidance based on students' skills.	1	0	
Discussed the extent to which the teacher uses clear prompts and supports.	1	0	
Discussed strategies for eliciting responses and providing feedback.	**Yes**	**No**	**Notes/Reflection**
Discussed the extent to which the teacher selected most appropriate response format (type of response, number of students, time).	1	0	
Discussed the extent to which the teacher maximized engagement and opportunities to practice (# of opportunities per minute).	1	0	
Identification of Implications for Practice	**Yes**	**No**	**Notes/Reflection**
Identified actionable implication(s) for practice regarding the implementation of effective modeling.	1	0	
Identified actionable implication(s) for practice regarding the implementation of effective guided practice.	1	0	
Identified actionable implication(s) for practice regarding the implementation of eliciting responses and providing feedback.	1	0	

Appendix A: Classroom Application
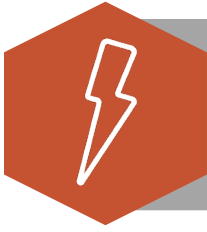
	Module 6 Application Activity
	Classroom/Coach

1. Select one of the three lessons provided to you (Appendix B in Coaching Packet). Select the lesson that you think will be the most appropriate for the student(s) you will be working with. It can be above their level, but not below it.

2. Evaluate the lesson by completing the Qualitative Adaptations in Word Reading: Evaluation and Planning Checklist (Appendix C in Coaching Packet).

3. Rewrite/revise the lesson based on your evaluation (e.g., include additional models, provide specific practice examples, etc.)

4. Submit your completed evaluation checklist and revised lesson.

5. Convene with your coach to discuss the revised lesson. Then, videotape yourself delivering the lesson to students. Submit your video.

Appendix B: Lessons

Option 1: Reading CVC Words

<u>Objective</u>	<u>Materials</u>
Students will decode and read Consonant-Vowel-Consonant (CVC) non-words beginning with a continuous sound.	• Letter cards with the following lower-case letters (m, a, s, i, t, f, p, l, o, d, v)

Review

1. Review the following letter-sound correspondences with students.
2. Point to each letter card and say, "This letter says_____. What sound?"

Model

1. Model decoding a (CVC) non-word beginning with a continuous sound (use letter cards to make the word m a f)

2. Say/Do:

"My turn to read a word. First I'll say the sounds in the word slowly and then I'll say them fast".

"Watch my finger. Each time I touch a letter, I'll say its sound. I won't stop between sounds. /mmmaaafff/."

Move your finger underneath each letter and say each sound for 1-2 seconds.

"Now I'll say it fast. maf. The word is maf."

Move your finger quickly underneath the word as you say the word fast.

3. Say/Do:

"Now it's your turn to read a word. First you'll say the sounds in the word slowly and then you'll say them fast."

"Watch my finger. Each time I touch a letter, you'll say its sound. Don't stop between sounds. (Student says /mmmaaafff/)."

Move your finger underneath each letter as the student says each sound for 1-2 seconds.

"Now say it fast. (student says maf). That's right, you read the word maf!"

Move your finger quickly underneath the word as the student says the word fast.

Practice

1. Give student practice decoding more (CVC) non-words beginning with a continuous sound.

Feedback

1. Reinforce correct responses, and correct incorrect responses.

Option 2: Reading Words with Prefixes

Objective	**Materials**
Students will decode and read two syllable non-words with a prefix and a decodable base.	• Letter cards with the following lower-case letters (m, a, s, i, t, f, p, l, o, d, v) • Cards with the following prefixes (re, con, pro, dis, un)

Review

1. Review the prefixes with students.
2. Point to each prefix card and say, "This prefix says ___. Prefix?"

Model

1. Model decoding a two syllable non-word with a prefix and a decodable base created from the letter cards. Use letter cards to make the word **pro f i m**.

2. Say/Do:

"My turn to read a word. I'll read each part. First, I'll read the prefix, then I'll read the base, and then I'll read the whole word."

"Watch my finger. Each time I slide under a part, I'll read it. pro…..fim"

Slide your finger underneath each part while you read the part.

"Now I'll read the whole word. profim. The word is profim."

Move your finger quickly underneath both parts as you read the word.

3. Say/Do:

"Now it's your turn to read a word. You'll read each part. First, you'll read the prefix, then you'll read the base, and then you'll read the whole word."

"Watch my finger. Each time I slide under a part, you'll read it."

Slide your finger underneath each part while the student reads the part.

"Now you'll read the whole word. (student reads profim). That's right, you read the word profim."

Move your finger quickly underneath both parts as the student reads the word.

Practice

1. Give student practice decoding more (CVC) non-words beginning with a continuous sound.

Feedback

1. Reinforce correct responses, and correct incorrect responses.

Option 3: Reading Words with Vowel Digraphs

Objective
Students will decode and read non-words with vowel digraphs beginning with a continuous sound.

Materials
- Letter cards with the following lower-case consonants (m, s, t, f, p, l, d, v) and vowel digraphs (ai, oa, ee, ie)

Review

1. Review the vowel digraphs with students.
2. Point to each vowel digraph card and say, "These letters say ___. What sound?"

Model

1. Model decoding a non-word with a vowel digraph beginning with a continuous sound. Use letter cards to make the word m ee f

2. Say/Do:

"My turn to read a word. First, I'll say the sounds in the word slowly and then I'll say them fast."

"Watch my finger. Each time I touch a card, I'll say its sound. I won't stop between sounds. /mmmeefff/."

Move your finger underneath each letter card and say each sound for 1-2 seconds.

"Now I'll say it fast. meef. The word is meef."

Move your finger quickly underneath the word as you say the word fast.

3. Say/Do:

"Now it's your turn to read a word. First, you'll say the sounds in the word slowly and then you'll say them fast."

"Watch my finger. Each time I touch a card, you'll say its sound. Don't stop between sounds.

Student reads /mmmeefff/.

Move your finger underneath each letter card as the student says each sound for 1-2 seconds.

"Now say it fast. (student says meef). That's right, you read the word meef!"

Move your finger quickly underneath the word as the student says the word fast.

Practice

1. Give student practice decoding more non-words with a vowel digraph beginning with a continuous sound.

Feedback

1. Reinforce correct responses, and correct incorrect responses.

Appendix C: Qualitative Adaptations in Word Reading—Evaluation and Planning Checklist

This checklist can be used to 1) evaluate a lesson (or video), 2) guide the planning of adaptations to an existing lesson, and/or 3) help design and write a lesson.

Part 1	
Modeling	**Yes/No**
Focus on a singular objective • *Does the lesson have a singular and focused objective that includes a learning outcome and behavior?* For example: The lesson focuses on a singular, focused reading skill or strategy like learning the sound for the letter b.	
• If <u>yes</u>, write the objective below. (write in your own words, include a learning outcome and a behavior, and link to essential components of reading instruction) • If <u>no</u>, how would you revise/adapt the lesson to ensure a singular and focused objective including a learning outcome and behavior.	
Explain with clear, concise, consistent language • *Does the lesson include instructional language that is clear, concise, and consistent?* For example: "The name of the letter is_____. The sound it makes is_____."	
• If <u>no</u>, how would you revise/adapt the lesson to ensure clear, concise, consistent language?	
Model/demonstrate the skill/strategy (show the thinking) • *Does the lesson clearly model/demonstrate the skill or strategy before asking students to practice?* For example: "Watch me read this word. I'll touch each letter and say its sound. I won't stop between sounds. */mmm/-/uuu/-/d/.* Now I'll say it fast – <u>*mud*</u>. The word is <u>mud</u>."	
• If <u>no</u>, how would you revise/adapt the lesson to ensure sufficient modeling?	
Select appropriate examples to model • *Does the lesson include modeled examples that are carefully selected to best demonstrate the skill or strategy and that are aligned with students' level of performance?* For example: Ensure examples are all instructionally aligned. If emphasizing continuous sounds in a model, use continuous sounds in examples.	
• If <u>no</u>, how would you revise/adapt the lesson to include appropriate modeled examples?	
Model additional examples (use multiple models) • *Does the lesson include multiple models of the skill or strategy?* For example: Repeat the language from the instructional model with additional examples: "We just learned that the sound-spelling a_e makes the long a sound. Now, I'll show you how to read words with the sound-spelling a_e. First, I'll say the sound, then I'll say the word." *Don't simply prompt students to respond*: "Now, it's your turn to read some words with the sound-spelling a_e."	
• If <u>no</u>, how would you revise/adapt the lesson to include multiple modeled examples?	

Part 2	
Practice	**Yes/No**
Focus on same singular objective (use similar examples) • *Does the lesson focus on the same singular objects and/or use similar examples?* For example: The objective emphasized in modeling is the same objective emphasized in practice. If modeling focuses on identifying the first sound in consonant-vowel-consonant words, practice should focus on identifying the first sound in consonant-vowel-consonant words.	
• If <u>no</u>, how would you revise/adapt the lesson to focus on the same singular objective and/or use similar examples?	
Guide students through the skill/strategy • *Does the lesson effectively guide students through the skill/strategy?* For example: Specific instructional prompts or directions are provided to *guide* students through practice. "Now it's your turn to read the next two words. You'll say each sound, then you'll read the word." (rather than "Now it's your turn to read the next two words. Ready – what word?")	
• If <u>no</u>, how would you revise/adapt the lesson to ensure that students are guided through the skill/strategy?	
Provide "just right" amount of guidance (based on students' skills) • *Does the lesson provide the "just right" amount of guidance based on the level of students' skills?* For example: Structure the modeling-practice cycle of instruction to address student needs. For instance, after modeling two clear examples, present three or four practice examples. If needed, return to another instructional model to help "firm up" student learning. Overall, the "just right" amount of guidance, or cycling between modeling and practice, is based on students' skills.	
• If <u>no</u>, how would you revise/adapt the lesson to provide the "just right" amount of guidance?	
Provide clear prompts and supports • *Does the lesson provide clear prompts and supports?* For example: Provide appropriate physical, visual, auditory, and/or material supports: "When I touch, you say the sound." Or "When I signal, you say the sound." When sounding out words, letters can be viewed in boxes: "Say the sounds in the word <u>sun</u> and touch a square for each sound."	
• If <u>no</u>, how would you revise/adapt the lesson to include clear prompts and supports?	

Part 3	
Supporting Practices	**Yes/No**
Elicit Frequent Responses	
Select most appropriate response format (type of response, number of students, time) • *Does the lesson include the most appropriate response format (type of response, number of students, time)?* For example: Verbal, written, and responses based on gesture match the learning task. Individual, pair, and group responses are appropriate, and amount of instructional time is aligned to lesson objectives. Overall, responses are used strategically to keep students engaged.	
• If <u>no</u>, how would you revise/adapt the lesson to include the most appropriate response format (type of response, number, time)?	
Maximize engagement and opportunities to responds (# of opportunities to respond) • *Does the lesson maximize engagement and opportunities to respond?* For example: Count the number of opportunities to respond per student per minute.	
• If <u>no</u>, how would you revise/adapt the lesson to ensure that students have a maximum number of opportunities to respond?	
Provide Immediate Specific Feedback	
Provide immediate feedback • *Does the lesson provide immediate feedback?* For example: If students mispronounce a word, immediately provide the correct response and ask students "What word?"	
• If <u>no</u>, how would you revise/adapt the lesson to include immediate feedback?	
Affirm correct responses • *Does the lesson affirm correct responses?* For example: "Nice job reading the word <u>boat</u>." "Yes, the sounds in <u>eat</u> are /eee/-/t/." Affirmative body language (and move on).	
• If <u>no</u>, how would you revise/adapt the lesson to ensure that correct responses are affirmed?	
Correct incorrect responses (and provide additional practice) • *Does the lesson correct incorrect responses?* For example: When students make a mistake, model the correct response, and give the student another opportunity to respond. Come back to the missed item later in the activity.	
• If <u>no</u>, how would you revise/adapt the lesson to ensure that incorrect responses are corrected?	